MAY, 1891.

NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the Bridgewater State Normal School.
THE NORMAL OFFERING.

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The Normal Offering.

Published monthly during the School Year, by the Lyceum of the Bridgewater State Normal School.

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It is safe to assume usually that any member of the school has enough to do to keep him from rusting. They all have too much to do to find time to write for the Offering, at all events. It might be, however, that they could find more time if they desired to do so, and it has been suggested that if the students felt the requisite interest in the matter another paper might be published in the school.

Many schools have an annual publication which is either brought out successively by the different classes as each reaches a certain stage in its course or else is managed by a committee of the school. These annuals usually contain a record of all the startling events of the year besides the literary (?) productions of the students. They are also usually illustrated. It no doubt seems as if it would be almost impossible to get up any such thing here, but it could probably be done if time enough were taken for its preparation. Such a production would be likely to attract attention to the school if well done and do so good in that way.

Although this is hardly the time of year to speak of field-day, nevertheless a suggestion has been made to us which we hasten to offer to the N. A. A. It was to the effect that the arrangements for the annual field sports of the fall term should be made previous to the closing of the school for the long summer vacation. The object of this would be to obviate any necessity for haste in making the arrangements in the fall. Holding the games as the custom has been only three or four weeks after the opening of the term, the time for preparation has been short and it would seem that it might be made easier by making some of the arrangements before the vacation.

There is another thing that it seems to us might add to the interest in the fall games. If a banner could be procured and held each year by the class winning the most prizes in the games, there would probably be considerable interest aroused. It would perhaps lead all the men in the class to work unitedly and this brings us to another subject not exactly akin to field sports but perhaps illustrated to a certain extent by them.

It has always seemed to us that there was in the school a painful absence of what might best be termed esprit du corps. It seems as if it was every man for himself and never mind what becomes of the rest. This is shown in the athletics. Tennis, apparently the most popular game here, is in a sense an individual game, while baseball and football, the first of which is only cultivated by a part and the latter by none, require careful concerted action on the part of all, each man to sacrifice himself if necessary for the good of the
team. The students do not stand by each other as the parts of one unit, but rather stand apart as a collection of little units.

It is on the whole not to be regretted that it has been decided to hold the graduating exercises for this term at the usual time.

There is a sort of association between graduating exercises and the last weeks of June which makes such an event at any other time seem lost and wandering. It is only a feeling of sentiment which makes this association of ideas, but so many graduations have been held in June that the time seems especially fitting.

It is true that if this graduation had been deferred until August as was proposed, it could very probably have been held in the new building, but all those who remember the exercises of last June in the Central Square church, will surely not regret the probability of the exercises occurring there again.

The annual catalogue of the school for the current year has recently been published. It contains the usual amount of information about the school. The number of scholars for the present term is given as 207, for the year as 234. Mention is made of Normal Cottage in addition to Normal Hall as a boarding place for students. We understand that this is the Laboratory remodeled. There is a change made in the calendar for the next year which has long been needed. Instead of having a recess of ten days at Thanksgiving and none at Christmas, the time will be divided equally between them. This is the only change which we notice.

We greatly regret that anything which was said in the last issue relating to the manner of preparation in Latin should have caused any trouble.

It was far from the intention of the writer to say anything which would entail extra hours of labor upon any member of the school. It would be unkind to do that. It was an illustration of speaking of one thing and being understood for another.

My Dear Offering:

As we Normals go out from the dearly beloved walls of our Alma Mater to our several fields of labor, we find special conditions surrounding us and influencing our work, and it may be interesting to your readers to hear something of the advantages and disadvantages under which one of your number is striving to carry out in their true spirit our Normal methods.

In the treatment of the subject, I wish to consider 1. The Special Conditions. 2. Do these conditions favor or not the carrying out of Normal ideas? 3. How?

Furnish a good workman with good material, good tools, and good working conditions, and the elements of success are present. All graduates of the Bridgewater Normal School should be good workmen and equipped with good tools, but the material at hand and the conditions under which we must labor, differ in each individual case and determine to a great extent the degree of success that each is to attain.

The mental calibre of the boys of this school, and I might infer, usually of the first-class private schools, is good. Coming as the majority of them do, from old families of good blood whose descendants for generations have been active in intellectual lines, their inherited qualities are of the best. They are quick to observe and of good memorizing and reasoning powers.

In addition to this natural ability, their earlier experiences have been such as to develop certain powers of the mind to an unusual degree for the age of the boy. For illustration: in a class of ten boys, from eleven to thirteen years of age, one has lived for a number of years in Japan, and at the age of twelve made the journey to this country alone; two were born and brought up in China, and have been in this country a year; another has lived for five years in the West; the travels of another boy of twelve have included Washington, New Orleans, the Great Lakes, Montreal and Quebec, Lake George, and Niagara Falls; and still another has been to Europe three times. These experiences have developed their
powers of observation, and have made them bold and self-reliant, very little of the usual bashfulness and self-consciousness of this age being present.

There is a most acute sense of honor prevalent among them, a love of pleasure rather than of work, and an overweening desire and purpose to have their own way. This last is especially manifested by the “spoiled children” so-called, of whom there are a large number, sent here because of the military discipline.

So much for the material. Now the special working conditions at this school, which probably exist in most private schools, are: 1. The boys are of all ages from eleven to twenty years. 2. The teacher is with his pupils the entire twenty-four hours. 3. Small classes. 4. Marking and prize systems. 5. All necessary apparatus. 6. No Geology, Astronomy, Mineralogy, Botany, or Zoology. 7. The ornamental rather than the useful. 8. Work to pass college examinations. 9. Few outside distractions. 10. Boarding school life tends to make boys dependent rather than self-reliant, by telling them what to do and just when and how to do it.

Do such material and such working conditions favor or not the carrying out of Normal ideas?

It may be said at once that the love of pleasure rather than of work, the desire to have their own way, the iron-clad marking and prize systems, the absence of the so-called Nature studies, the aim for the ornamental rather than the useful, the necessity of having the college entrance examinations constantly in mind, and the dependent spirit produced and fostered by constant supervision and minute direction, are diametrically opposed to the Normal idea of hard work, perfect obedience, original investigation, and self-control.

But while these are great disadvantages, it is my opinion after a year’s experience, that on the whole the conditions are favorable for our Normal work. For the boys’ acute powers of observation and general brightness enable them to understand and prosecute Normal observation methods and nothing better could be desired than the way in which they have carried on Geography work. Then, again, their wide experience is an invaluable aid in Geography and History, and the desire for the ornamental has been of great assistance in Penmanship.

The general aids of few outside attractions, experience with boys of all ages, all the apparatus desired, and the supervision of the boys at all times and in all places, are most favorable conditions, and give excellent opportunities for individual work, concentration of time and energy, and the carrying out in their spirit of all directions, and they should bring good results to a teacher who has in mind Fitch’s admirable thought “The ideally perfect school is not only characterized by strict order, right methods, and vigorous intellectual activity; but it is also pervaded through by high purpose, by the spirit of work, by a solemn sense of duty, and by the love of Truth.”

In conclusion let me say that the private schools offer promising fields of labor for Normal men and women, and a pleasant experience and a gratifying degree of success are likely to fall to the lot of one who takes up this kind of work.

Very sincerely,

FRANK E. GURNEY,
Garden City, Long Island.

AL FRESCO.

The dandelions and the buttercups
Gild all the lawn; the drowsy bee
Stumbles among the clover tops,
And summer sweetens all but me:
Away, unfruitful lore of books.
For whose vain idiom we reject
The soul’s more native dialect,
Aliens among the birds and brooks,
Dull to interpret or conceive,
What gospels lost the word retrieve!
Away, ye critic’s, city-bred,
Who set man-traps of thus and so,
And in the first man’s footsteps tread,
Like those who toil through drifted snow:
Away, my poets, whose sweet spell
Can make a garden of a cell!
I need ye not, for I to-day
Will make one long sweet verse of play.

* * * * *

J. R. Lowell.

ENGLISH HISTORY A DEVELOPMENT.

It is evident that Tacitus, who was the first historian to picture the customs and institutions of the early Teutonic blood, foresaw the overthrow
of the rotting pillars of Roman government by the
people which he so well describes. In that war-
like race which looked in disdain on the magni-
cence of cities, which recognized no king but Wo-
den and cherished liberty as the dearest treasure
of man, he saw power which made it advisable
that Rome should provoke no discord of the en-
emy. Each was a freeman. He exercised justice
and acted as his own avenger. He loved liberty
and peace, order and law. In the rough exterior
of this man were the germs which years of time
must develop into those broad and free principles
which have crowned the race with glory. They
met in their folk-motes with the Witan as moder-
ator and laid the foundation of republican gov-
ernment. Their ships were the terror of the seas;
and pushed to the coast by the innumerable throng
moving from the East, or following the example
of their race, they gazed upon the Roman wealth
weakly guarded by barbarian arms and waited for
their opportunity. Briton invited them; and here
we trace the development of their history.

Conquest led to the choice of leaders who be-
came the kings of the several tribes. They held
the unoccupied land and his immediate followers
received portions from it in reward for their ser-
vices. This established a nobility which gave ad-
tice to the king. It supplanted the Witan and
had power over taxes and raising troops for war.
Seven kingdoms in a small island could not live
in peace. The result of civil strife was the su-
premacy of Wessex, and Egbert, its king, by the
consent of the Witanagemot became the first king
of England.

When a nation's liberty is threatened a leader
comes. Alfred shines as the brightest light of
English History. Under his guidance the Danes
were subdued until his people should receive the
benefits of good government and education.

The kingdom was divided into counties. A
navy was established for protection against the
Danes, who in after years learned a better religion
and more civilized customs.

With the union of the kingdoms rises the su-
premacy of the king, who became the "Lord's an-
nointed." He moves through a broader realm, and
and is thus less in contact with the people, who
regard him with mystery. The nobility of blood
gives way to courtiers who are favorites of the
king and receive rewards for personal service out
of the common land. The Danish wars drive the
freemen to seek protection from the lords, and be-
come their vassals. They were the Great Assem-
blv and their "yea" and "nay" resounded in the
meetings of the town, shire and kingdom. They
had the real power for they could elect and depose
the king, impose taxes, control war and conclude
treaties. As time grew on the mass became un-
wieldy, the meetings were far from home, and the
officers of church and state became the real na-
tional council known as the Witanagemot.

The Danish struggle had its effects. Nothing
could incur a stronger bond of union and turn the
tide of internal jealousy better than danger threat-
ening their liberties. The baron of the conquest
crushed the English lord to the level of the church,
he devolved himself to trade and with the upper
classes of the growing towns formed that division
division of the English people in whose hands the early
principles of the Saxon were growing until oppor-
tunity should be given for the exercise of that
power which placed the borough in the foremost
ranks as the champion of liberty.

With the Normans comes the military feudal
system. The king owned all the land and gave
portions of it in different sections to his nobles,
who in turn lease it to their vassals. Nobles and
vassals swear homage to the king and are bound
to military service. The English thegn became
the Norman baron, the ceorl was supplanted by
the vassal, while the slaves became the lesser ten-
ants.

The meetings of the Witan became the Great
Council composed of barons, vassals and lesser
tenants who gave consent and counsel. The king
was the author of law and gave it to the people
in the form of charters. He appointed all execu-
tive officers and was at the head of all depart-
ments of government. We see here a wide step
between the Council and king. The council ad-
vised, recommended, consented. It lacked coer-
cive power. The king was thwarted only by the
power which the freemen, the Witanagemot and
Council always claimed of electing and deposing.
Under this system abuses must creep in, and they
characterized the reign of nearly every Norman
king. The limit to despotism gained by the
charter of Henry 1., and the increased rights of
the church and towns were the initiative for the
demand for the same rights in written form under
the cruel tyranny of John. The union of Saxon
and Norman now nearly complete brought back
the old Saxon spirit, and from this time begins
that struggle for liberty, which, step by step,
gained for the people those rights which settled
the relations between king and people by the
establishment of written law. Upwards of
150,000,000 of people breathe the liberty which
they trace to that great corner-stone of constitu-
tional rights, Magna Charta.

By this, right to justice and good government,
security to person and property and freedom of
speech, the birthrights of every man, are set forth,
and however much they were trampled upon by
kings, these principles, the elements of every free
government, were never forgotten by the people.
It gives an impetus to the Council which enables
it to cope with the king. John was obliged to
summon knights, before he could raise money,
and thus establish the first step in parliamentary
representation. Henry III. dared to interfere
with the Charter and the result was the first
house of Commons. Edward I. attempted to rule
alone and Parliament gained right over taxation.
Edward II. was incompetent and was driven from
the throne. The barons became the House of
Lords, the knights and citizens the House of
Commons.

The commons were the real representatives of
the people and the development of political hist-
ory from this time rests with them. They pass
resolves to become laws after the signature of the
king. They claim right of free discussion and
hold the king's minister responsible. The check
which they soon received under Henry VI., and
the subsequent absolutism of succeeding kings
only served to give them time to increase in wealth,
and preparation for that lasting blow which they
struck at the royal prerogative under the Stuarts,
while the barons wasted their power and dealt an
equally crushing stroke at feudalism, the interme-
diate obstruction between King and people.

The statesmanship of the Tudors preserved
their absolutism, and under their rule England
gained independence and wealth, which was nec-
essary for the struggle about to follow.

The English nation had advanced too far to sup-
port the abominable theory of Divine right of
kings. This theory led to arbitrary acts which re-
sulted in the Petition of Rights by which Charles
I. was held more directly responsible for his doings.
If in subsequent acts Parliament assumed power,
the king abused it, and a just rebellion as the
result of this abuse ended with the arrest and ex-
ecution of Charles by the puritan party. What
was the death of a king compared to a nation's
civil and religious liberty?

Cromwell's Commonwealth was an experiment
which proved that England was not ready for such
a government. It came too early and suddenly,
without the intermediate steps which characterized
former development. So with the Restoration it
fell; but the effects of its short life were felt in
the purification of literature and morals, in the
improvement of civilization. It worked a change
in philosophy and curtailed the royal prerogative.
During the reign of Charles II. freedom of the
press and Habeas Corpus were established laws,
and the Revolution by the Declaration of Rights
makes Parliament a legislative body, and for the
first time we find a king who recognizes constitu-
tional law. When the party strongest in the
House of Commons obtained the exclusive right
to choose ministers responsible to them, we see the
people what for five hundred years they had striven
to be, the supreme head of the English nation.

To be concluded.

C. R. COPELAND.

MY VISIT TO THE B. S. N. S.

I AWOKE one morning with a dim recollection
that there was some reason why I was inter-
ested in the weather this particular morning, and
why I should be glad that, as I turned my face
towards the window, I could see just above the
line of gray hills across the bay, the sun rising
into a sky of cloudless blue. A moment and I
remembered that I was to accompany a friend to
the Bridgewater Normal School. The thought
was incentive enough to make me rise quickly
and we were soon started on our ride of two miles
which would bring us to the R. R. station.

This distance was all through woods just start-
ing into the new Springtime life. The smaller
trees were pink with the little opening buds, the evergreens were putting out dainty tips of lighter green than the winter worn foliage, here and there a few ambitious ferns were pushing up their little woolly heads and in a few sheltered nooks and corners we saw the wind-flowers and violets.

It was not an altogether pleasant change from the carriage to the crowded car, but it was accepted as a necessary inconvenience which brought us after an hour’s ride to Bridgewater. By following a company of bright, energetic looking young people whose lunch baskets and book bags led us to rightly judge that they were students, we reached the school building and fortunately the main hall in time to hear a very interesting description of Crystal Palace, given by the principal, as the talk for the morning’s “general exercise.”

The first recitation hour we spent in NO. 3 listening to recitations and reading by the French class, and were not a little interested in the conversation—given entirely in French—which came so easily from the lips of the instructor that we felt sure he must have been to the language born, and said in our minds, “After all it is best to study French with a Frenchman”; but upon spending a part of the next hour in the same room, where this time was a German class, doubts came to our minds of the truth of our former judgement, and we said “German must be the native tongue of the teacher.” We dared not stay longer there fearing if we did that we should, for the before mentioned reason, assign him to all the nations, extinct or otherwise, whose language was there taught.

The remainder of the hour we spent in the Reading room where the Senior class was reviewing some of the exercises they had formerly taken—such as, “breathing with arm movements” and a variety of wave like movements given for cultivating grace and freedom of the body during reading and conversation. We were impressed with the idea put forward that reading is really conversation with an imaginary person or persons, and all the training of the voice and body which helps us to read well, also helps us to converse in a pleasing manner.

We shall always be glad that we happened to choose to spend the next hour in No. 8 for there, for the first time in our lives, we learned the reason why we “Separate the number into periods of two figures each, take the square root of the greatest square, etc.,” to find the square root of a number. It had always before been one of the things to be accepted and blindly used, contenting myself with the fact that by this rule the correct answer to my problem was obtained; but now I could see how it came—that it was in the natural and logical order, and from looking upon it as a dreaded subject, I began to wish my pupils at home had reached this subject, that I might teach it to them this new way.

Being invited the first hour in the afternoon to the Astronomy class, I asked the subject of the lesson, and was answered, “Proofs that the earth is a sphere.” Immediately visions of long ago when I was a child, and of later times when I was in the High School and had learned about “the ships coming in from sea,” sailors seeing mountain tops in the clouds long before the base could be seen, the shadow on the moon and the possibility of sailing around the earth, flashed into my mind and I was about declining the invitation, supposing that I knew enough about that subject, when I found that the appearance of the constellations in the heavens was to be drawn by the class, and I concluded to accept.

Imagine the downfall of my egotism, when I learned that my supposed proofs were no proofs at all, that, as far as any thing which they could show was concerned, the earth might be shaped like a lemon, a section of a stove pipe or any other body with a curved surface. I became first a crest-fallen, then a respectful and lastly an astonished listener as proofs, this time proofs that would bear inspection, to a number no less than sixteen, in one short hour were set forth and noted on the board. I came out of NO. 5 a wiser man, fully convinced that the earth is indeed a sphere.

I will not ask you to follow me through the remaining hours lest I weary you, for I can but illy express the pleasure which all these things gave me. It is enough to say that as the tiny bells over the doors gave warning of the end of
each hour I could hardly believe it had been more than quarter of the time.

School closed with a hymn in which all joined, and the bright faces and sweet young voices seemed aptly set to the words,

"Fathers to sons shall teach thy name,
And children learn thy ways;
Ages to come thy truth proclaim,
And nations sound thy praise."

The long slanting rays of the sun gilded the hills and dales through which we passed on our homeward way, but I was not interested in the landscape or the people about me. I was looking over in my mind the many beautiful pebbles of learning I had gathered in my one day. Fragments they were, as they could not help being, little chips from the great blocks which those who constantly attended might hope to gain; but they were beautiful fragments, crystals which I should be glad all my life to have gained.

D. G. A.

NEW JERSEY PLANKING.

We have all heard of Jersey peaches, of Jersey sand, and of Jersey mosquitoes; but perhaps all have not heard of her planked shad and plankwalks. To tell you of planked shad dinners would be but tantalizing, so we will confine our remarks to plankwalks—especially to that best known one of Atlantic City.

Sixty miles south-east from Camden, on one of those sand flats which came up in Tertiary time, is built the city which is the great summer resort and is becoming one of the great winter resorts of the eastern coast.

Taking the train at the Camden ferry, Atlantic City is quickly reached by the C. & A. C. R. R. A railroad which seems as if it might have been built according to some such plan as the one between St. Petersburg and Moscow, which was laid along a line indicated by the Czar. To settle a dispute between the royal engineers he laid his rule on the map and drew a pencil line between the two cities, so a traveller between the two cities really journeys "as the crow flies."

From the drive to our hotel and our subsequent walks and drives, we found the city to be built along two main avenues parallel to the coast. These are crossed at right angles by numerous short streets and on these are the houses, while the large hotels, shops, and churches are on the main avenues. One does not stay long in Atlantic City before he finds that the sights, the fun, the life of the place is along the plankwalk. This walk, which is parallel to the shore, is about ten feet above the sand and from twenty-five to a hundred feet from high-water. In the central part of the town the walk is increased to a wide promenade, on the seaward side of which are balcony-like pavilions. Many of these are open to the public, but a few are for the guests of particular hotels. Here hundreds sit and watch either the crowds of bathers or the passing multitudes.

The land side is lined with booths for the sale of cool drinks, candy, and souvenirs of all kinds; bathing establishments where one may not only hire dressing rooms and costumes, but may also have all sorts of sea-water baths, and end with a sun bath in a sun parlor. Eating-houses, merry-go-rounds, with all the side shows which go to make up a popular resort, form a line which is broken only by approaches to the walk.

The largest hotels are situated on the first avenue so they have the ocean view, and several have private approaches to the walk, that their guests may reach the pavilions and sun-parlors without inconvenience.

One of the chief attractions along the walk is Applegate Pier, which is built into the water for several hundred feet and terminates in a fishing wharf. Nearer the shore is a large dance and music hall. All along this pier one may take fine views of the water and shore, but the finest are obtained from the upper floor of a square tower which is built at the shore end.

The walk extends for a mile or more, ending at the inlet. Three-quarters of the way is a bend in the coast line and here are a light-house and life saving station. At the inlet there is an immense beer-garden, which is simply a double decked pavilion with room for several hundred small tables. In the center are the counters from which food and drinks are dispensed. We visited this place one Sunday afternoon and after some time obtained a table. Having ordered lemonade and pretzels, we listened to the fine music of Warna-
macher's German Band, and enjoyed the sights of the medley crowd. When we were tired of such, to us, unusual scenes, we turned to old ocean, and in the motion of the water, the play of color, and the passing of the different craft found a pleasure more in keeping with the spirit of the day.

But the time of all times to see the walk is either Saturday night or during Sunday bathing hour. At night the crowd is so dense that one feels his individuality is lost—that he is but a part of a great procession of human beings gathered from all states and all countries, marching and counter-marching before the reviewing throngs in the pavilions. And to make music for this great procession the "merry-go-rounds" play "Amie Rooney," the "razzle-dazzle" calls forth shrieks of mingled fear and pleasure, the toboggan slide keeps up its clatter, and the switch-back its rattle.

There is much more which might be told about the bathing, the excursion house—which is the southern end of the walk, and the beach railroad which goes to the white elephant hotel and beyond to a little settlement, giving one on the journey most delightful glimpses of sand-dune and ocean. But to fully appreciate you must see for yourself, when you will surely say with us that "Atlantic City is the jolliest place on the coast."  

THE NORMAL OFFERING.

**BASEBALL.**

The game of April 25 had a salutary effect upon the baseball team and they showed the effect of a week of practice when they met the Boston Latin School on May 2. The game was well played upon both sides and was made interesting by the desperate efforts of the home team to tie the score through the latter part of the game. There were no especially brilliant plays. The score is appended as a matter of record.

**BRIDGewater NORMAL SCHOOL.**

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<th>A.B.</th>
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<td>Paul, s. s.</td>
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**English High School.**

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**BOSTON LATIN.**

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**Innings**

| Boston Latin | 5 | 1 | 1 | 0 | 0 | 0 | 2 |
| English High School | 5 | 1 | 1 | 0 | 0 | 0 | 3 |
| Total | 34 | 7 | 4 | 4 | 0 | 27 | 18 | 9 |

**English High School.**

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Sears, Crocker, Fallon (3). Base on balls—By Colgan, 4; by Harriman, 10; Struck out—By Colgan, 2; by Harriman, 16; by Paul, 3. Double plays—Putnam and Bullard, Sears (unassisted). Passed balls—Gardner, 7. Wild pitches—Harriman, 7. Hit by pitched ball—Paul, Fallon, Mahoney. Time—2h. 30m. Umpires—King and Wilcox.

The unpleasant result of this latter game caused some desire for a change in the team. A meeting of the N. A. A. was held May 11 and after considerable discussion, the captain of the team was delegated to make any changes he thought necessary for the next game and a committee was appointed to define the duties of captain and manager more clearly. This being done, it is to be hoped that things will go more smoothly.

The game with the Somerville Y. M. C. A. team for May 16 was postponed on account of rain until June 6. One inning was played May 16, the score standing 1 to 0 in favor of the school.

DEPARTMENTS.

GENERAL EXERCISE.

The time for general exercise is now devoted to music.

Mr. A. C. Boyden favored us a few mornings last month by allowing us to examine many interesting curiosities which he brought from Jamaica, and by giving us some account of his visit to that island. A few notes taken at the time may be interesting to those who did not have the privilege of listening to him.

The whole island is about five-eights the size of our own state and is so very mountainous that its appearance may be likened to a mass of crumpled paper.

The vegetation of the country is very abundant. Some of the rarest plants such as we find only in the finest hot-houses grow in the greatest profusion all over the island. The ferns are exceeding beautiful and the night blooming cereus crawls over the stone wall freely as the woodbine does in our own land. There is always an abundance of available fruit. Oranges are considered common property, everyone esteeming it his privilege to help himself wherever they are found growing. Men and children leaving home for the day rarely take any food with them, there being always plenty at hand.

On the mountains it rains every day, while some places in the low lands do not receive any rain for very long periods of time, Kingston not having had any for eighteen months. The heat would be excessive were it not for the stiff sea breeze rising every morning at about eight o'clock and blowing until six, followed half an hour later by a land breeze which continues all night. They have no twilight or dawn in Jamaica. Ten minutes after the sun goes down it is perfectly dark, and in that morning the sunlight returns as suddenly as it left the night before.

The main roads of the country, which are in excellent condition, are under the care of the government. They are made from white limestone and can be seen for miles winding up the sides of the mountains. The cross roads are cared for by the different parishes and are poor. Prison convicts work in the quarries. In one place each convict is required to carry four tons, each day, from the quarry to the wharf and failing to do this he forfeits a portion of his ration. On the mountains there are reformatories for the children where they are treated very harshly. After they leave nearly all become criminals.

Mr. Boyden told us many other interesting things about the people, the schools and his personal treatment by the government all of which must necessarily be passed over for lack of time and space.

The zoology classes have begun the careful study of the different caterpillars injurious to vegetation. They are making collections of the cocoons, moths or butterflies, and eggs, and are bringing together all facts concerning them which come under their observation.

CHEMISTRY.

The Junior class is preparing a series of teaching exercises in chemistry adapted to grammar school work.

GEOLOGY.

The problem of modified drift is being worked out by the members of the geology class. They are studying boulders, gravel, sand and clay, are separating the material by a series of sieves, are weighing it, and are determining the composition by means of physical and chemical tests. As a
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result of this study written reports are prepared from which deductions are made concerning the history of the drift.

BOTANY.

New topics are being printed.

CIVIL GOVERNMENT.

The classes in this subject have been furnished with new text-books. The book is by John Fiske, and the name is, "Civil Government in the United States considered with some reference to its origin."

The collections in rooms 7 and 10, some of which belong to the school and others to Mr. A. C. Boyden, are being rearranged preparatory to their removal to the new building.

LYCEUM.

The "Greate Syngyng Meetynge," held on the 8th for the benefit of the baseball team, proved a decided success both as an entertainment and as regarding financial matters. The talent for the evening consisted of a large chorus of mixed voices, the Bridgewater High School Quartette, and three former members of the school who kindly consented to be present and give their services for the occasion.

Misses Snow and Chapman well merited the hearty applause which they received in their presentation of Betsey Bobbett and Samatha Allen, and the banjo solos by Ichabod Piqut Kwick Wilson and the worldie songs by nabor Makeumsmile Speare were other numbers of the program which deserve especial mention.

The front of the room seemed quite transformed by the singers with their powdered hair and costumes of the olden times, and the gay appearance presented certainly added to the attractiveness of the entertainment.

PERSONALS.

—Mr. J. E. White has taken a number of geology trips during the month. Among the places he has visited are Somerville and Gloucester.

—'91. Mr. William D. Davis is teaching in Dennis.

—'91. Miss Winifred E. Bates has a school at Brewster.

—We understand Mr. Dame is having excellent success with his school in Topsfield.

—We extend our sympathy to Miss Margaret Dinwoodie, who was called home by the death of her father.

—'91. Miss Emma M. Gardner is teaching a mixed school in the seclusion which the town of Halifax affords.

—This summer, Mr. M. A. Drake expects to accept the position of 1st Tenor in one of the Hingham churches.

—Among the graduates at the Old Folks Concert were Misses E. E. Hall, E. L. Chapman, L. M. Snow, S. E. Brassil, Sarah Y. DeNormandie, Messrs. J. Q. Litchfield, Speare and Kingman.

—Mrs. Wells, Mr. Russell and wife of Brockton, Mrs. Church, Mr. Bodfish, Miss Stevens of Newton, Miss Monroe of Boston, Miss B. L. Hunter and Miss Edith Keith of Weymouth have visited us this month.

LOCALS.

—The concert for the baseball team gained $80.79 over all expenses.

—For the benefit of future classes in mineralogy we record the fact that bornite may be distinguished by its iridescent odor.

—In our advertising columns this month there appears the card of Dr. Frank T. Taylor. Dr. Taylor is a graduate of the school, class of '85. Since that he has taught successfully in Yarmouth and New Bedford. Turning his attention to dentistry he graduated from the Harvard Dental School last year and has now opened an office in South Boston.
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